

**UNIVERSIY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Ms. Donovan **Lesson #:**3 **Facet:** Explanation and Interpretation  
**Grade Level:** 8 **Numbers of Days:** 3-5  
**Topic:** Inventions contribute to diversity and war is important to culture  
  
**PART I:**  
  
**Objectives**  
**Student will understand that**  
Students will understand that inventions of the classical civilizations contribute to the diversity of each culture and that war is both essential and an important part of culture. This will give students insight on why our country and other counties fight in war today as well as why even the smallest inventions are important.  
**Student will know**  
Warring States Period, Hun/ Gupta invasions, Persian War, Qin Dynasty, Gods and Goddesses, Religious Involvement  
  
**Student will be able to do**  
Students will be able to demonstrate the function of the invention or object that they chose explaining why it is important and make sense of the causes of the different wars of the civilizations.  
**Product:**  
movie and podcast  
  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) or Next Generation Science Standards (NGSS) Alignment**  
*Students will understand historical aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans.*  
**Rationale:**  
The teacher will have an introduction to war as well as what tools were used during warfare in these time periods. The purpose of this lesson is to connect inventions and war with the diversity and culture of the classical civilizations. The students will participate in a meaningful a conversation with the teacher how what war and inventions effect the world today.  
  
**Assessments**  
  
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding strategy during instruction**  
The teacher will use a combination of exit card and hand print as a checking for understanding strategy. The teacher will use the exit card to ask about the war that was gone over for the day. The students will reply to a daily question on the note card and will hand it in to me at the end of class. The teacher will use the hand print to connect different concepts, important people and inventions to each war that is gone over. The teacher will give feedback while students are working on this to help students that are struggling and get them on the right track.  
  
**Section II – timely feedback for products (self, peer, teacher)**  
Peers will give feedback to the students by going over their planning charts together with one another and giving feedback on what should be done to their movie and podcast before they start to create these products. The peers will also use a checklist while looking over rough drafts to see if the movie and podcast will have all of the major components of the expected final products. The teacher will give feedback throughout the class time while students are working independently and on their movie. The teacher will give feedback on the movies and podcasts through comments on the rubrics that are handed back.  
  
**Summative (Assessment of Learning):**  
Students will create a **movie** of how their civilization would use their invention that was digitally made in the previous lesson and connect it to the importance of their civilization's culture. Students will create a **podcast** discussing all factors of the war they picked including what happened in the days leading up to the war in the classical civilization , this product is over a war that has been discussed in class during this lesson. These will both show that students can explain what the uses are and what is the importance of an everyday gadget in the classical civilization era and interpret why war happens in a certain culture.  
  
**Integration**  
**Technology (SAMR):**  
Creating a movie is Augmentation level because they are learning how movies are formatted and how to put audio and video together in the same product. They can also substitute the movie for presenting in front of the class in person. On the SAMR scale the podcast is also Argumentation because class mates can listen to the pod cast on their own time to give feedback. Students will also be able to substitute this for explaining their product in front of class.  
  
**Science:**Students will be learning about life changing inventions that will include concepts such as gravity. Students will also be learning how some of these gadgets work which will tap into the physical science and physics part of science.   
  
  
**Groupings**  
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
Students will use the planning chart to plan out what they will say in their podcast as well as use a second planning chart to plan out their story board and script for their movie. As a cooperative learning activity the teacher will use cooperative play to set up time to work on projects. This time is so students can work on making some of their own props for their movie.  
  
**Section II – Groups and Roles for Product**  
Students will be working in groups on both the movie and the podcast they will pick one invention that they like the best that was created from their google sketch up projects. While working on the move students will work in groups of three and during the podcast students will work in pairs.  
  
**Differentiated Instruction**  
  
**MI Strategies**  
  
**Logical:**Students will use a planning chart to plan what they will say in their movie as well as what they will include in their podcast.  
**Verbal:** Students will make a podcast describing events that happened leading up to the war of their choice in the Classical Civilizations.  
**Visual:**Students will watch a clip of the Silk Road to show them that even a road can be a useful tool or invention.  
**Intrapersonal:** Students will use flag it to reflect on what they have read in the text book and to reflect on the questions that they have for class.  
**Interpersonal:**Students will be able to reflect on what they learned about the inventions and wars with the hand print.  
**Kinesthetic:**Students will act out how their inventions were used in the classical civilizations on their movie that they submit.  
  
  
**Modifications/Accommodations**  
***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)****I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  
  
**Plan for accommodating absent students:**  
If students are absent on any day during this lesson students will need to get their graphic organizers from the absent box in the room. If students miss the discussion in class that day they must ask the teacher to set up a time to explain what was discussed in class. Students must come see the teacher to ask about any other additions they must make to their notes and make the appropriate changes after their missing notes are finished. If students miss the day that we start working on the movie and podcast then they must ask their group what they can do to help catch up. Students will be expected to work on their podcasts and movie every day in class during cooperative play time and must set aside one sixty minute period to work with their groups outside of class time. They must also be able to show and tell the teacher what progress they have made from the previous day of work on the project if absent.  
  
**Extensions**  
  
**Technology (SAMR): Gifted Students:**  
Students will try to get their podcast aired onto an internet radio show to get others outside of class to listen to it so they have a sense of what the student is learning in class. The student will write the movie as a commercial and try to sell their ancient invention to the public.  
  
**Materials, Resources and Technology**  
*List all the items you need for the lesson.*  
Planning Chart Graphic Organizer  
hand print cut outs  
Clip on the silk road  
Computers  
glue, scissors, tissue paper, paper towel tubes, any other creative materials for cooperative play  
reading handouts  
check lists for movie and podcast  
**Source for Lesson Plan and Research**  
*List all URL and describe.*  
Movie in my mind and Word Theater Planning Chart:   
<http://edu221resources.wikispaces.com/file/view/excellent-book-of-graphic-organizers.pdf/513945384/excellent-book-of-graphic-organizers.pdf>  
Cooperative

play:<http://edu221resources.wikispaces.com/file/view/cooperative_learning_strategies.pdf/426402320/cooperative_learning_strategies.pdf>  
hand print and exit ticket:<https://edu221spring11class.wikispaces.com/file/view/strategies.pdf/200849872/strategies.pdf>  
Qin dynasty: <http://www.ancient.eu/Qin_Dynasty/>  
Warring States: <http://www.chinahighlights.com/travelguide/china-history/warring-states-period.htm>  
Persian War: <http://www.historyworld.net/wrldhis/PlainTextHistories.asp?ParagraphID=cee>  
Roman Gods and Goddesses: <http://gwydir.demon.co.uk/jo/roman/>  
Video on the Silk Road:<https://www.youtube.com/watch?v=vfe-eNq-Qyg>  
**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)***Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (1-2 pages)*  
  
**Classroom Arrangement:**  
The classroom will be set up into groups of four to allow students to interact during cooperative play. Students will also be able to work in small groups and bounce ideas off of each other for making their props for their movies. The students desks will be places close to the board so the teacher has an easier time addressing the class and their is no other additional distractions between the students and what is being taught on the board. The teachers desk will be in the back of the room so during any independent work or cooperative play the teacher can easily monitor the class with out being at the front of the class at all times.  
**Agenda (include days and times)**  
Day 1:**Silk road Video**- Students will watch a video clip on the silk road and have a conversation about how even everyday things such as roads can be important inventions. (15 minutes)  
**Tutorial/ Explore time with Video Software**- Students will either choose a video making software of their own and explore it or will go through a small tutorial with the teacher. (10 minutes)  
**Lesson and Discussion of the Qin Dynasty**: The teacher will lecture about the effects of the innovations had on the Qin Dynasty. Students will explore if diversity was changed because of war and tools that were used in the battles of the Qin dynasty. ( 30 minutes)  
**Hand print**:Students will each receive a hand print with a concept on each finger, students will then have to briefly describe how each concept connects to the war or time period that they are studying that day. (15 minutes)  
**Going over the assignment**: The teacher will go over with the assignment during class, which will include giving out any handouts that pertain to their assignment. (5 minutes)  
**Exit card**: Students will answer a question that will be posted on the board about the war that was gone over that day. Students will write their answer on a note card and hand directly to the teacher before leaving class. (5 minutes)  
**Assignment**: Students will start to fill out their movie in my mind graphic organizer, they must have at least two slots full of brainstorms for their movie.  
  
Day 2: **Review from the previous day**: Their will be a short discussion over what the students learned the day before about the connection of everyday tools to the Qin dynasty. (15 minutes)  
**Lesson and Discussion on the Warring States** - The teacher will lecture about the Warring states and what innovations were used in that war that swayed the outcome of the war or battle. (30 minutes)  
**Time to work**: Students will have more time to work on their movie in my mind graphic organizer. The teacher will be walking around and giving students feedback on what they have on their story board so far. Students will also be able to get feedback and ideas for their movies from their peers at their grouped tables. (25 minutes)  
**Hand print**: Students will fill out a hand print on the Warring states which will give the teacher an idea of what concepts need to be gone over the next class. The teacher will be walking around the room to explain any misunderstandings that as student may have during this activity as well. (10 minutes)  
**Assignment**: Students will put finishing touches on the movie in my mind hand out and work on their Word theater planning chart for their podcast.  
  
Day 3: **Review from the previous day**: Their will be a short discussion over what the students learned the day before about the connection of everyday tools to the invasions of the Warring States. (10 minutes)  
**Lecture on the Persian War**: The teacher will lecture about the Persian War and what innovations were used in that war that swayed the outcome of the war or battle. (30 minutes)  
**Cooperative play**: Students will make their props for their movies explaining their inventions. Students will also start filming some of their movies as well as putting them together. The teacher will set out some supplies for the students to make their props and help some students come up with a plan for getting everything for the movie done. (35 minutes)  
**Exit card**: Students will complete an exit card for the day and hand into the teacher before they leave the classroom. (5 minutes)  
**Assignment**: Come up with a plan for what you need to finish in cooperative play for the next class. Also come with any questions to class about today's discussion.  
  
Day 4: **Review from the previous day**: Their will be a short discussion over what the students learned the day before about the connection of everyday tools to the Persian War. (10 minutes)  
**Lecture and Discussion**: This discussion is based on what the Romans thought about their gods and how they contributed to the war and how the warriors worshiped their god while in war. (30 minutes)  
**Cooperative Play**: Students will have time to put finishing touches on their props, film or put together their movies, and/ or record their podcasts. (35 minutes)  
**Exit Card**: Students will answer a question about how the gods can be connected to war and culture. (5 minutes)  
**Assignment**: Be ready to hand in your podcast and movie put any finishing touches on them that you need to. Pick which project to present for tomorrow but be ready to pass both projects in.  
  
Day 5: **Presentations day**- Students will have a choice of either presenting their podcasts or movies. Students should each have at least a five minute presentation. (80 minutes)  
  
  
  
**Teaching and Learning Sequence** (Include all hyperlinks of the above URL's in this section.)  
  
Students will understand that inventions of the classical civilizations contribute to the diversity of each culture and that war is both essential and an important part of culture.This will make students more aware of what is going on in our country today in terms of new inventions coming out and disputes between countries in the news.*Students will understand historical aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans.* Students will watch a [clip about the silk road](https://www.youtube.com/watch?v=vfe-eNq-Qyg) and see that it is important not only as an every day object but it is important to all of the cultures that use the road to trade and sell their goods. The teacher will then have a conversation with the students about what else could be something that people use every day and how they could connect to the culture they are living in. Then the teacher will segue into what the classical civilizations used their inventions for and how they used some of them in warfare.  
**Where, Why , What, Hook Tailors:** ***Intrapersonal, Visual, Verbal***  
  
Students will know the importance of war and will see how war also uses tools that contribute to the culture of the civilization and contribute to haw the battle was won. Some examples of the battles that the teacher will go over are the [Persian War](http://www.historyworld.net/wrldhis/PlainTextHistories.asp?ParagraphID=cee) and the [Warring States](http://www.chinahighlights.com/travelguide/china-history/warring-states-period.htm). The teacher will also go over any other inventions that were created in the [Qin dynasty](http://www.ancient.eu/Qin_Dynasty/) and battles that went on during that dynasty. The class will also explore how the Romans connected their[Gods](http://gwydir.demon.co.uk/jo/roman/) to war, culture and anything that was created on earth. Students will use the [movie in my mind](http://edu221resources.wikispaces.com/file/view/excellent-book-of-graphic-organizers.pdf/513945384/excellent-book-of-graphic-organizers.pdf) chart to plan how they want to make their movie and plan what materials they will use to make their invention. Students will also use the [word theater](http://edu221resources.wikispaces.com/file/view/excellent-book-of-graphic-organizers.pdf/513945384/excellent-book-of-graphic-organizers.pdf) chart to layout their podcast. Students will use [cooperative play](http://edu221resources.wikispaces.com/file/view/cooperative_learning_strategies.pdf/426402320/cooperative_learning_strategies.pdf) to design their model of the invention for the movie as well as be working on their movies and podcasts.The teacher will ask students to use [hand prints](http://edu221spring11class.wikispaces.com/file/view/strategies.pdf/200849872/strategies.pdf) when the class is talking about the wars and battles and ask them to explain five concepts that we learned as a class today. The teacher will use [exit card](http://edu221spring11class.wikispaces.com/file/view/strategies.pdf/200849872/strategies.pdf) to have students answer a discussion question on a note card about something that they have learned.  
**Equip, Explore, Rethink, Tailors:** ***Logic, Intrapersonal, Verbal, Visual,***  
  
Students will be able to create a movie of how their civilization would use their invention and connect it to the importance of their culture. Students will also be able to create a podcast noting all factors of the war they picked in the classical age. The teacher will have a tutorial of a movie maker software on the first day of class. The teacher will also have students download audacity to make their mock podcast. Students will have time to explore both software during cooperative play. Students will be grouped in pairs for the podcast and will be working independently on their movie. The teacher wants to assure that students can both work with people as well as work independently during this lesson. For the podcast I will ensure that both students are doing the work by giving them time to work on it during the cooperative play session the teacher also expects both students to be talking on the podcast. Students will have a chance to evaluate each other during the presentation session of the lesson. Students will have a checklist to give feedback to their peers and their project that they have chosen. Students will have a chance to make suggestions and learn from peers during cooperative play as well.  
**Experience, Revise, Refine, Tailors:** ***Interpersonal, Intrapersonal, Kinesthetic, Visual, Verbal***  
  
The teacher will score the products according to checklists for both the movie and the podcast. Students will get feedback on how much content is in both the podcast and the movie as well as how they could make the movie and podcast more interesting and engaging to others. The teacher will give feedback in other ways throughout the class, for example the student will come around to each student during cooperative play to help them make improvements before the final product is made.Each assignment will be given feedback and will be given back to the student within one or two days after the assignment was turned in.  
**Evaluate, Tailors:** ***Interpersonal***  
**Teacher Content Notes**  
Students will know…..   
  
Warring States Period, Hun/ Gupta invasions, Persian War, Qin Dynasty, Gods and Goddesses,Religious Involvement  
  
*Develop detailed content notes so a substitute or a colleague can teach your lesson. (1-2pages)*  
**Qin dynasty**- The Qin dyanasty had a war between its own people, the government was set up to make the citizens keep track of the misdoings of others. If the people did not report to the government a wrongdoing they were beheaded or quartered. Everyone was afraid of the government and social status was determined if you actually had worth to the government. If you did not then you were worth nothing to everyone in the kingdom. The people who were worth nothing were sent to work on the great Wall of China because if they got hurt or killed it was thought that the dynasty had no loss. Even though the Qin dynasty did not have any battles or wars during its reign they were around during the warring states period. During this time Qin was seen as one of the strongest states because it had the most resources for its people. Because they were such a big state many of the other states gave their land over to them allowing the Qin state to expand. One reason for this was the use of chariots which were seen as an advanced technology for warfare during the warring states period. The leader of the Qin states declared himself the first real emperor of China because he had so much power already over the other warring states.  
**Warring States Period**- Chu was the biggest state when the warring states started with Qin the second biggest of the states. In total there were eight warring states which included Chu, Qi, Yan, Han, Wei, Yue, and Zhao. Qin tried to keep out of all the battles because the war was only between the eastern states. During the war iron weapons became popular and essential during war, armies were built by the thousands at this point because states felt that they needed more men to fight for them. Some of the states read the book called the Art of War and many followed this book to make sure that their fighting strategies were good enough to beat another state. These eight states truly believed that War was an art and that war was a necessary part of their culture during this time. During this time Legalism was a big philosophical thought which caused some of the states’ people to turn on each other and inform the government that their neighbor was doing something wrong.  
**Persian War**- For a half of a century Persians and the Greek states were fighting a war between 492 and 449 BCE. The war started when Athens decided to send an army to confront the Persians. To fight the Persians the Greeks used fallen trees as barricades. The Greeks also only moved their men to fight at night because they thought that the attacks would be unexpected because the Persians would be tired and caught off guard. The Greeks used bronze armor and spears to fight the war. The Greeks are then followed by the Spartans at Marathon but they see that a war has already been waged on Persia. After this battle people were thrown into mass graves and the warriors who survived the Persian war were seen to be heroes.  
**Roman Gods**- Mars is the god of war and to the Romans war was great and an essential part of life. Because of Mars the soldiers prayed to him when they wished to win a battle because he is the great warrior god. Some of the other important Gods are Jupiter which is the King of all the gods, Juno the queen of all the gods, Ceres the earth goddess, Minerva the goddess of wisdom, and Pluto the god of death. Because of these gods the Romans named some of their everyday events such as months, days, and planets after the gods. These gods were prayed to for strength and some of these gods were believed to be the reasons for certain events that happened during the course of the year. The humans feared but also worshiped the gods.  
  
  
  
**Handouts**  
*Peer Checklists*  
*Movie in my mind graphic organizer*  
*Word theater graphic organizer*  
*Extra readings*  
  
**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***  
  
  
***Learning Styles***  
  
***Clipboard: The teacher will put the assignments on the board at the beginning of the lesson on the chance that clipboard students would like to work ahead or keep track of what needs to be done over the course of the lesson.***  
  
  
***Microscope: Microscope learners will love exploring the new topics by reading the extra optional readings that the teacher will give out periodically during the lesson.***  
  
  
***Puppy: Puppies will be in groups of four during class time and will feel safe sharing their ideas to their peers in small groups and in class and will work their way up to sharing ideas in class discussion. Puppies will also have an opportunity to work in pairs on the podcast in class.***  
  
  
***Beach Ball: Beach balls will get a choice of how they would like to use their cooperative play time.***  
  
  
***Rationale: This lesson is set up to allow for a number of different strengths, it also gives each type of learner the opportunity to shine.***  
  
  
***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***  
  
***Formative:***  
The teacher will use a combination of exit card and hand print as a checking for understanding strategy. The teacher will use the exit card to ask about the war that was gone over for the day. The students will reply to a daily question on the note card and will hand it in to me at the end of class. The teacher will use the hand print to connect different concepts, important people and inventions to each war that is gone over. The teacher will give feedback while students are working on this to help students that are struggling and get them on the right track.  
  
***Summative:***  
Students will create a **movie** of how their civilization would use their invention that was digitally made in the previous lesson and connect it to the importance of their civilization's culture. Students will create a **podcast** discussing all factors of the war they picked including what happened in the days leading up to the war in the classical civilization , this product is over a war that has been discussed in class during this lesson. These will both show that students can explain what are the uses and what is the importance of an everyday gadget in the classical civilization era and interpret why war happens in a certain culture.  
  
***Rationale: Students will have more than one opportunity to give and receive feedback while at the same time learning from their misconceptions.***  
  
  
***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***  
  
***Content Knowledge:*** *Students will know what inventions were made in the* [*Qin dynasty*](http://www.ancient.eu/Qin_Dynasty/) *as well as their contribution during the* [*Warring States period*](http://www.chinahighlights.com/travelguide/china-history/warring-states-period.htm)*. Students will also learn about the warring states period and about which kingdoms in China are involved during this time period. Students will also know about the* [*Persian War*](http://www.historyworld.net/wrldhis/PlainTextHistories.asp?ParagraphID=cee) *and how the* [*Roman Gods*](http://gwydir.demon.co.uk/jo/roman/) *contributed to war.**(See Content Notes)*  
  
  
***MLR or CCSS or NGSS: MLR:***  
*Students will understand historical aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans.*  
  
  
  
***Facet:***Explanation and Interpretation  
  
***Rationale: Students will be able to explain what an invention does and why it means so much to a certain culture through a movie as well as Interpret how a certain war is caused through a pod cast. By doing this they will be able to connect why everyday tools we have are important to us as well as interpret why wars in the world today are being fought.***  
  
  
***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***  
  
***MI Strategies:***  
**Logical:**Students will use a planning chart to plan what they will say in their movie as well as what they will include in their podcast.  
**Verbal:** Students will make a podcast describing events that happened leading up to the war of their choice in the Classical Civilizations.  
**Visual:**Students will watch a clip of the Silk Road to show them that even a road can be a useful tool or invention.  
**Intrapersonal:** Students will use flag it to reflect on what they have read in the text book and to reflect on the questions that they have for class.  
**Interpersonal:**Students will be able to reflect on what they learned about the inventions and wars with the hand print.  
**Kinesthetic:**Students will act out how their inventions were used in the classical civilizations on their movie that they submit.  
  
***SAMR:***  
Students will try to get their podcast aired onto an internet radio show to get others outside of class to listen to it so they have a sense of what the student is learning in class. The student will write the movie as a commercial and try to sell their ancient invention to the public.  
***Rationale: All learning types will be challenged and supported in this lesson.***  
  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale: Students are having innovative thinking because they are showing that they can make their own props for their own movie and adapt them to be appropriate for the movie. Students are exploring the real world issues of war and culture as it pertains to the classical civilizations. Students are showing collaborative thought by working together on their podcasts.***  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
  
***Rationale: Students are designing what they know through multiple summative assessments. The teacher is having the students use a variety of different technology as well as teaching with a variety of different technology. The teacher is also addressing various learning needs through catering to the MIs.***